***GRASPS Frame***

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| ***G***  Real-World **Goal** | The goal is for students to demonstrate how the cooperation and conflict of Native Americans and new settlers created the geography, customs and beliefs of modern day America. |
| ***R***  A meaningful **role** for the student | The students will take on the roles of Museum Educator, Docent (answers questions about the artifacts in the museum), Museum Wax Figures, Graphic Designer (designs posters and brochures about the museum, both by hand and on the computer). |
| ***A***  Authentic real-world (or simulated) **audience** | Audience will be entire school and parents as they tour the “G5 MUSEUM” |
| ***S***  A contextualized **situation** that involves real-world application(s) | The G5 Museum is employing experts, on the new exhibit “The Cooperation and Conflict of Native Americans and New Settlers”, to present information about this important topic and the way it shaped America today. The students will present their understanding about various aspects of the cooperation and conflict of Native Americans and new settlers to the museum’s visitors.  Through displays, presentations, and wax figures, the experts will be presenting at the G5 Museum, allowing visitors a meaningful and memorable experience. |
| ***P***  Student-generated culminating **products** and **performances** | The students will work cooperatively to create the “museum” on different people and aspect of the cooperation and conflict between Native Americans and new settlers. Each student will contribute including but not limited to geographical presentations, artifacts and important persons involved. Presentations may include a speech, debate, artifact exhibit, graphic designed pamphlet, dramatic performance, or oral report. |
| ***S***  Consensus-driven performance **standards** for judging success | The presentations will be assessed according to the attached rubric    In the performance task, students will be told that the G5 Museum wants to hire experts to share their knowledge of the cooperation and conflict between Native Americans and new settlers in an exhibit with the museum visitors. The purpose of the presentations will be to inform the visitors about some aspects of daily life during the different periods in history, including people, food, shelter, laws, jobs, and beliefs/values. They may also share information about how life changed for both the new settlers and the Native Americans when their cultures met. Within each presentation, students will address how these aspects of daily life were influenced by people, geography, beliefs, and interactions with each other’s culture.  Students will work in small groups to create a project about the cooperation and conflict between Native Americans and new settlers. They will present their projects to their school and parents that will act as museum visitors. The museum visitors will take notes about their learning to submit to the museum director (teacher), answering the essential questions:  1. How did geography influence the way the new settlers lived?  2. How did the new settlers’ values and beliefs influence the way they lived?  3. What happens when two cultures meet? Cooperation or conflict? |